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ABSTRACT

A model for evaluating the professional activities of high school teachers is presented. It is based on: (1) a systematic process for reporting their activities; (2) discrepancy evaluation--the comparison of goals and objectives with outcomes; and (3) product rather than process evaluation. Teacher activity in nine categories is assessed--teaching, curriculum, school-related activities, student interactions, administration, service, professional growth, student evaluation, and test evaluation. The ten steps involved in the evaluation are described. The evaluation forms are included. An appendix contains a sample contract for implementing the discrepancy evaluation models and a list of job targets. (For related documents, see TM 003 216-217.) (KM)

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# DISCREPANCY EVALUATION ---

## A SYSTEM OF REPORTING, MEASURING, AND EVALUATING THE ACTIVITIES OF THE HIGH SCHOOL TEACHER

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LARAMIE, WYOMING

ED 081857

# A DISCREPANCY EVALUATION SYSTEM

# FOR HIGH SCHOOL TEACHERS

1973

Paul Geisert

University of Wyoming

This is the evaluation folder of

_____

This folder covers the time period of

_____

May the information herein be used in the true spirit of evaluation; as data for intelligent and enlightened change.

pg

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# A Discrepancy Evaluation System for High School Teachers

The evaluation of the professional life of a high school teacher is a difficult task, even for a trained evaluator. The problem is compounded for a principal or superintendent, when this person has no formal training or background in the field of evaluation. In practice, the difficulty in describing and evaluating the teacher has led to evaluation procedures which rely on student evaluations, intuitive feelings on the part of superiors, and the unsystematic recording of "professional accomplishments" during the evaluation procedure. This work is an attempt to place the assessment procedure on a systematic basis for the reporting, measurement, and evaluation of the activities of the high school teacher.

This evaluation model rests on a foundation of three basic ideas. First, the model attempts to implement a systematic process for reporting the activities of teachers. This paper presents a rationale for identifying and describing academic and professional personnel, describes the concept of the "full professional life," and details the activities measurement data required to describe the teacher.

The second major concept utilized in the development of this evaluation model is that of "discrepancy evaluation". Discrepancy evaluation compares the goals and objectives of a system (or teacher) with the outcomes of the system. In other words, discrepancy evaluation compares intents with accomplishments. The two requirements of a discrepancy evaluation system

are a definitive statement of goals and objectives, and some method of reporting and measuring outcomes. In the case of a teacher, discrepancy evaluation compares the goals of the teacher with his accomplishments. This comparison procedure yields "discrepancies" between intents and outcomes, and these discrepancies are then utilized as data for decision making. In addition, discrepancies between the goals of the teacher and the goals of the school can be noted and negotiated (for example, a conflict between the teacher who wants to teach "values and attitudes" and the principal who wishes him to have strong "content" goals).

The third foundation upon which this evaluation rests is the concept of "product evaluation" rather than "process evaluation." In the past, in American public schools, the center of focus of evaluation efforts have been on the process of education. Evaluation efforts of the past centered around questions which asked: what books are used, does the teacher keep the room clean and neat, are the blackboards erased, does the teacher wear a tie, does the science program have enough equipment, does the teacher lecture, is the class quiet, are students in their seats all the time, ad nauseum. The present day focus for evaluation is on the product of the educational and instructional system. For many reasons, educators and lay people alike are starting to look at "what the system produces" rather than "how the system produces." This is a revolution in thinking.

Focusing on student outcomes through goal and objective statements places the educational emphasis where it should have been for the last 50 years, on the student product. As this evaluation is used, always remember that a "description of teacher activities" is not evidence of having reached a specific goal. Goal accomplishments must be documented in terms of student achievements, not teacher activity.

This concept will be very difficult for all the professionals involved in this evaluation, for it is an idea which is foreign to most educational systems. But the importance of focusing on student accomplishments as a measure of school effectiveness is a concept which cannot be understated.

Discrepancy evaluation allows great flexibility in that the teacher is allowed (in fact encouraged) to set his own professional goals. He is then expected to "live up to" his own goals, and provide data that he has reached his goals. A discrepancy between goals and outcomes indicates that some change must be instituted in the activities of the teacher. A continuing discrepancy indicates that either the goals of the teacher are not compatible with the needs of the institution, or he needs systematic help in reaching his goals. For example, a low student rating may call for helping (in-service training) the teacher to learn some new approaches to instruction.

This evaluation model assesses the activity of the teacher in nine basic categories. These categories do not exhaust the possibilities for evaluation, but they probably do represent the most important areas of concern. The evaluation areas are:

Teaching

Curriculum

School Related Activities

Student Interactions

Administration

Service

Professional Growth

Student Evaluation

Test Evaluation

The following section provides operational definitions for each of the evaluation areas.

Teaching. Instruction of students in formal courses and supervised study. The activity envisioned here is the total activity of teaching, not simply the actual contact in the classroom, laboratory, or study. It includes directly preparatory activities, such as preparation for class and lecture, the setting-up of demonstrations, the preparation for laboratory experiments, and all forms of evaluation, such as correcting papers and determining grades, and classroom management.

The teaching process can be thought of as having three main divisions: goal and objective setting procedures, instructional procedures, and evaluation procedures. The goal setting procedures describe "Where are we going," evaluation describes "How we know when we have arrived," and instructional procedures describe "How do we get there."

Curriculum. Curriculum activities involve all the activities concerned with the investigation, selection, implementation, and development of the instructional activities planned and provided for the pupils by the school or school system. The curriculum, therefore, is the planned interaction of pupils with instructional content, instructional resources, and instructional processes for the attainment of educational objectives.

Student Interactions. This area is concerned with the interaction of the teacher, as an individual, with individual students. This role is often played outside of the traditional setting of the classroom or formally structured school setting. Student/teacher interactions can take place in the setting of a homeroom, counseling session, or any other setting where an interpersonal relationship can be developed.

Administration. The coordination and direction of others in regard to the formulation of policy, decision-making, and its implementation. This area might be represented by department chairmen in large schools, part-time

teaching/principal roles, team leaders in the team-teaching setting, and committee chairmen roles.

Service. All activities primarily intended as services to the community, state, and teaching profession. In this role, the teacher should be serving in a professional capacity, utilizing his professional skills and training. Activities within a church would be labeled as "service" only as long as the teacher was acting in a "professional" capacity. Painting the church would not be labeled as professional service, while organizing and directing the church bible school might.

Professional Growth. This area includes all those activities and processes which are reflected in the continued development of the teacher. Activities included in this area are: courses taken, degrees earned, writing, travel for educational purposes, attendance at professional meetings, memberships in professional groups, attendance at workshops, programs of self-development through reading, research, creative activities and accomplishments, and many others.

Student evaluations. The research is clear that student evaluations are a necessary and valuable portion of the evaluation process of high school teachers. Most of the research in this area has been conducted on teaching at the university level. In a survey of all of the research performed on this area, the general conclusion was reached:

> A review of empirical studies indicates that student ratings can provide reliable and valid information on the quality of courses and instruction. Such information can be of use to academic departments in constructing normative data for the evaluation of teaching and may aid the individual instructor in improving his teaching effectiveness.
>
> ...if teaching performance is to be evaluated, either for purposes of pay and promotion or for individual improvement, a systematic measure of student attitudes, opinions, and observations can hardly be ignored. The

data which have been reviewed strongly suggest that the use of formal student ratings provides a reasonable way of measuring student reaction (Costin, F., Greenough, W. T., & Menges, R. J., Student ratings of college teaching: reliability, validity, and usefulness. Review of Educational Research, Vol. 41, No. 5, 1971).

Test Question Evaluations. Since test questions are the main source of information to the student concerning the goals of a teacher for his course (if they are not supplied as explicit, written goal and objective statements), an evaluation of test questions provides a valuable source of data concerning the teaching area.

## Performing the Evaluation

This evaluation involves 10 basic steps.

Step 1. The teacher is to allocate to the various categories of the evaluation the percent of effort he would like to set as his goal for the coming academic year (or semester) (use the Professional Distribution of Effort form, page 11). This distribution should represent a "goal" more than a "description" of his effort, since the allocations represent his expectations for the future.

Step 2. The teacher completes the statements of "goal and objectives" for all categories in the evaluation. He determines his goals for each area, being as explicit as possible. There is some research which indicates that the successful self-actualized person is one who can set for himself rather carefully stated behavioral goals.

It is not easy to state goals, nor is there a good body of literature that can "teach" you how to state good goals. There are a couple of short books on how to write and analyze goals and objectives, but all of these relate directly to one category, teaching. These books are very valuable in this area, and there

is a great deal of information in them you can transfer to the writing of goals in other areas. The books are:

Goal Analysis, Robert Mager, Fearon Press, 1972, $2.95.

Preparing Instructional Objectives, Robert Mager, Fearon Press, 1962, $1.75.

[illegible]ng Attitudes Toward Learning, Robert Mager, Fearon Press, [illegible] $2.00

Of course, some categories will have extensive goal statements, and some will have no goal statements, but in total, the statements should be a complete description of professional intent.

Step 3. The department chairman (large school) or principal evaluates the effort allocation and goal intent statements to determine any discrepancies between the teacher's goals and the school's goals.

Step 4. If discrepancies are noted in Step 3, negotiations are undertaken by the evaluator and the teacher to eliminate or reduce discrepancies. This part of the evaluation parallels the drawing up of a contract, and the negotiations continue until both parties feel the goals represent the best interests of the school and the teacher. In this manner, accurate expectations can be established in both parties as to the allocation of professional effort, and disagreements can be settled prior to final evaluation for promotion, tenure, or raises.

Step 5. The Overall Evaluation Form (page 23), intent section, is completed first by the teacher and then by his chairman or principal.

Step 6. During the course of the academic year (or semester) the Student Evaluation form will be administered to all the teacher's students, and the teacher will be asked to submit samples of his tests for

analysis by an objective evaluator. These data are compiled and placed in the teacher's evaluation folder (Student Evaluation Form, page 19 and Test Evaluation Form, page 20).

Step 7. After a suitable period of professional activity (one academic year or semester), the teacher completes the "description of activities and processes" section of each category. This section is directly parallel to the "goal intents" section, and the teacher should describe the processes by which he attempted to reach the goals he set for himself earlier in the year.

Step 8. The teacher then completes the "accomplishment" section of the Professional Distribution of Efforts Form, the "products and accomplishments" section of each category, and his self-evaluation of his performance on the Overall Evaluation Form.

Step 9. The department chairman or principal evaluates the discrepancies between the teacher's goal intent and goal accomplishments. In doing this, he utilizes the teacher's comments under "goals and objectives" and evidences he has supplied under "products and accomplishments." On the basis of the data supplied by the teacher, the chairman or principal makes comments and summarizes his feelings on the Overall Evaluation Form.

If a department chairman or principal wishes to enter adverse comments into the evaluation at this time, he is responsible for documenting and providing data which supports his conclusions. Just as the teacher is responsible for demonstrating through the use of data that he has reached his goals, the department chairman or principal is responsible for using data to demonstrate where the teacher has failed in his professional responsibilities.

The Evaluator then presents his summary to the teacher and the total assessment is discussed. The chairman or principal then submits the final evaluation to the superintendent, who uses all the data to complete his section on the Overall Evaluation Form.

Step 10. On subsequent cycles through the system, the teacher attempts to reduce any discrepancies between his goals and the school's goals, and between his goal intents and accomplishments.

This evaluation will also illuminate the goals of the school, and should distinct discrepancies appear between teachers' goals and department and/or school goals. It is clear that in some cases the discrepancy should be reduced by a revision of the school's goals rather than teachers' goals.

It should be noted that a discrepancy evaluation procedure is not performed to label a teacher as "good or bad" but rather is used to determine when the teacher is failing to reach his own goals. In this manner, evaluation provides the feedback necessary to implement procedures to remedy deficiencies. For example, should a teacher receive low student ratings, this evaluation provides feedback that the teacher needs help with his instructional procedures. Instead of "letting the teacher go" for poor student evaluations, in-service training could be employed to diagnose and remedy teaching deficiencies.

## EVALUATION FORMS


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## PROFESSIONAL DISTRIBUTION OF EFFORTS

| | INTENT | ACCOMPLISHMENT |
|---|---|---|
| TEACHING | ☐ % | ☐ % |
| CURRICULUM | ☐ % | ☐ % |
| SCHOOL RELATED ACTIVITIES | ☐ % | ☐ % |
| STUDENT INTERACTIONS | ☐ % | ☐ % |
| ADMINISTRATION | ☐ % | ☐ % |
| SERVICE | ☐ % | ☐ % |
| PROFESSIONAL GROWTH | ☐ % | ☐ % |
| | 100% | 100% |

## TEACHING

General Areas Covered

1. Preparation to teach, special demonstrations, slide talks, transparencies, etc.
2. Classroom goal and objective setting
3. Instruction
4. Evaluation, test construction, grading, grade conferences, etc.
5. Classroom management, type of management, appropriate noise levels, amount of student freedom, etc.

TEACHING--GOALS AND OBJECTIVES

TEACHING--ACTIVITIES AND PROCESSES (courses taught, hours spent, level of program, type of instruction, number of students, etc.)

TEACHING--PRODUCTS AND ACCOMPLISHMENTS

## CURRICULUM

General Areas Covered

1. Investigation of new curricula, curricula approaches
2. Selection of new curricula
3. Implementation of new curricula
4. Development of new curricula
5. Other

## CURRICULUM--GOALS AND OBJECTIVES

## CURRICULUM--ACTIVITIES AND PROCESSES

## CURRICULUM--PRODUCTS AND ACCOMPLISHMENTS

## SCHOOL RELATED ACTIVITIES

General Areas Covered

1. Clubs
2. Coaching
3. Supervisory; study halls, lunchroom, etc.
4. Dramatics
5. Student organizations and committees
6. Other

## SCHOOL RELATED ACTIVITIES--GOALS AND OBJECTIVES

## SCHOOL RELATED ACTIVITIES--ACTIVITIES AND PROCESSES

## SCHOOL RELATED ACTIVITIES--PRODUCTS AND ACCOMPLISHMENTS

## STUDENT INTERACTION

General Areas Covered

1. Homeroom
2. Counselling; formal and informal
3. Interpersonal contacts; formal and informal
4. Other

## STUDENT INTERACTION--GOALS AND OBJECTIVES

## STUDENT INTERACTION--ACTIVITIES AND PROCESSES

## STUDENT INTERACTION--PRODUCTS AND ACCOMPLISHMENTS

## ADMINISTRATION

General Areas Covered

1. Ordering
2. Paperwork
3. Department head
4. Group or team leader
5. Other

## ADMINISTRATION--GOALS AND OBJECTIVES

## ADMINISTRATION--ACTIVITIES AND PROCESSES

## ADMINISTRATION--PRODUCTS AND ACCOMPLISHMENTS

## SERVICE

General Areas Covered

1. Professional, union, PTA, etc.
2. Community; church, political, city government, etc.
3. Other

SERVICE--GOALS AND OBJECTIVES

SERVICE--ACTIVITIES AND PROCESSES

SERVICE--PRODUCTS AND ACCOMPLISHMENTS

## PROFESSIONAL GROWTH

General Areas Covered

1. Courses Taken
2. Workshops attended
3. Degrees earned
4. Travel
5. Self-improvement through reading
6. Writing
7. Professional meetings attended
8. Memberships in professional organizations
9. Other

PROFESSIONAL GROWTH--GOALS AND OBJECTIVES

PROFESSIONAL GROWTH--ACTIVITIES AND PROCESSES

PROFESSIONAL GROWTH--PRODUCTS AND ACCOMPLISHMENTS

## STUDENT EVALUATION

### DESCRIPTION OF ACTIVITIES

| Courses evaluated | Date | Number of Students |
|---|---|---|
| | | |

| STUDENT EVALUATION GOALS | |
|---|---|
| GOALS AND OBJECTIVES | ACCOMPLISH-MENTS AND PRODUCTS |
| ITEM<br>THE GOALS AND OBJECTIVES AND ACCOMPLISH-MENTS FOR THIS AREA WILL DEPEND ON THE EVALUATION FORM WHICH IS USED. | "IDEAL" AVERAGE RESPONSE<br>AVERAGE RESPONSE |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |
| | ___ ___ |

## TEST EVALUATION

DESCRIPTION OF TESTS EVALUATED

| COURSES | TEST SUBMITTED |
|---|---|
| | |

| TEST EVALUATION GOALS | |
|---|---|
| GOALS AND OBJECTIVES | ACCOMPLISHMENTS AND PRODUCTS |
| | |

## TEST EVALUATION

Name of course test is used in.

Teaching method employed.

Type of test submitted (weekly quiz, mid-term, final, etc.)

% of final grade represented by this test.

Distribution of raw scores on the test.

Distribution of grades awarded on the test.

Explain how these questions were chosen.

Explain how the results of the test were used.

Explain how the test related to the goals of your course.

Explain how the grade distribution was determined.

Remember to attach a copy of the test to this form.

## TEST EVALUATION

### ANALYSIS

Type of questions:

Level of questions

- Knowledge--recall
- Application
- Analysis
- Synthesis
- Evaluation or Problem Solving

Errors

- In stem of question
- In responses of question
- Ambiguity level

### GENERAL IMPRESSIONS

Grade distributions

Relationship of test to course goals

### OVERALL EVALUATION

_____OUTSTANDING
_____VERY SATISFACTORY
_____SATISFACTORY
_____IMPROVEMENT NEEDED
_____UNSATISFACTORY

## OVERALL EVALUATION

| AREA | SELF-EVALUATION | | | | | CHAIRMAN EVALUATION | | | | | PRINCIPAL EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | | | | | | | |
| TEACHING | | | | | | | | | | | | | | | |
| CURRICULUM | | | | | | | | | | | | | | | |
| SCHOOL RELATED ACTIV. | | | | | | | | | | | | | | | |
| STUDENT INTERACTIONS | | | | | | | | | | | | | | | |
| ADMINISTRATION | | | | | | | | | | | | | | | |
| SERVICE | | | | | | | | | | | | | | | |
| PROFESSIONAL GROWTH | | | | | | | | | | | | | | | |
| STUDENT EVAL. | | | | | | | | | | | | | | | |
| TEST EVAL. | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Place an "I" in the appropriate place for an evaluation of Goal Intent.

Place an "A" in the appropriate place for an evaluation of Goal Accomplishment.

Place an "NA" where item is not applicable.

1 OUTSTANDING

2 VERY SATISFACTORY

3 SATISFACTORY

4 IMPROVEMENT NEEDED

5 UNSATISFACTORY

Department Chairman -- General Comments

Teacher -- General Comments

Principal -- General Comments

# APPENDIX

## A Contract for Implementing the Discrepancy Evaluation Models

Richard Claycomb
Eve Roberts

This document is submitted as a possible alternative to current contracts between teachers and school boards with the implication that many other progressive ideas (i.e., merit pay, accountability, evaluation techniques, hiring and termination practices, and when tenure is no longer with us) may be based on Performance Objectives or Job Targets and the discrepancy between those mutually agreed upon intents and products.

## PERFORMANCE AGREEMENT

In order to better effect the provisions of Wyoming State laws and regulations relating to Teacher-Educator employment and to encourage efficient and harmonious working relationships between the Quality School District No. 1 Board of Education (hereinafter referred to as the Board) and its professional Teacher-Educator personnel, (hereinafter referred to as the Teacher), and to enable the Teacher to more fully participate in and contribute to the development of policies for the school district so that the cause of public education may best be served in the Quality School District No. 1, this agreement is made and entered into this 15th day of April, 1973 by and between the Board and the Teacher.

Witnesseth:

1. The Board agrees to employ the Teacher in the capacity as Art Teacher for the term of 1 year beginning September 1, 1973, and ending May 27, 1974.
2. The Teacher hereby accepts the foregoing employment and agrees to perform the Teacher duties presently prescribed for said position in accordance with applicable laws and the existing rules and regulations of the Board, and represents to the Board that she is qualified under the laws of the State of Wyoming to be employed as Art Teacher.
3. In consideration for this contract, the Board agrees to pay the Teacher for her service during the term of this agreement in twelve (12) equal installments, on the first of each month beginning October 1, 1973. Compensation for the 1973-74 contract year shall be $9,000.00
4. Leave privileges, insurance, and fringe benefits shall be equal to or proportionate to those provided for other employees in the Quality School District.
5. The Board and Teacher agree that the attached Job Targets shall be used as guidelines in the Teacher's performance of her duties.
6. The Board and Teacher agree that the attached Job Targets shall be used as guidelines in the processes of evaluation for Improvement of Instruction.

7. The Board and Teacher agree that the Quality High School Principal (hereinafter referred to as the Principal), shall act as designee for the Board in assisting the Teacher to meet her responsibilities and in the process of evaluation.

8. It is understood and accepted by the parties to this contract that said contract may be terminated by mutual consent at any time in compliance with the laws of the State of Wyoming. However, no request for contract termination will be considered after September 1, 1973 of the contract year except under extraordinary circumstances, and then only in writing with thirty (30) days notice.

9. In the event of a breach of any provision of this contract on the part of either party, nothing contained herein shall be construed to render the obligations of either party to this contract null and void.

IN WITNESS WHEREOF, the parties hereto have set their signature this date aforesaid.

Board or Designate

By _____ _____
NAME DATE

_____
TITLE

Teacher

By _____ _____
NAME DATE

_____
TITLE

JOB TARGETS

Teaching:

1. Preparation to teach

   The teacher agrees to prepare each lesson using all available materials and situations. The teacher shall demonstrate evidence of effective planning. The principal agrees to furnish all supplies the teacher requests on her approved budget requisition sheet that fit the prescribed curriculum.

2. Classroom goal and objective setting

   The teacher agrees to design her instruction program to meet the goals and objectives outlined in the district curriculum guide for Art. (Wyoming Educational Needs Assessment Project Goals and Objectives used as model)

   The teacher agrees to meet with the principal and evaluate said goals and objectives for Art for the 74-75 school year, beginning March 1, 1974. The principal agrees to schedule, beginning March 1, curriculum meetings and furnish input into evaluation of goals and objectives for Art.

3. Evaluation

   The teacher agrees to furnish to the student, parent and administration, a list of goals and objectives for Art with comments regarding individual student proficiency. Grading shall be on the basis of S-U and will also include teacher comments on each individual's progress. The teacher agrees to two parent-teacher conferences per child per year and others as requested by teacher, principal, or parent.

4. Instruction

   The teacher shall be responsible for the following instructional assignment:

   1. Three sections of Art I, beginning High School Art.
   2. One section of Art II, Advanced High School Art.
   3. One study hall.
   4. Sponsor-Director of "The Primitives", an art oriented club of

non art students.

The principal agrees to provide a teacher aide to be available four (4) periods a day, 3 sections of Art I and study hall period. The principal further agrees that the Art room shall be made available to students during the study hall period and the teacher aide shall act as a study hall monitor with the teacher, thus facilitating students working in the Art room during this time. It is further agreed that students may leave the study hall on request of parent or other teachers. (District Policy followed here.) The teacher agrees to work with other disciplines in integrating academic subjects with art projects (e.g. building a model Shakespearian theater with students from literature class, printing fabric place mats or material to be sewed in Home Economics, etc.).

5. Classroom Management

The teacher agrees to be responsible for each student in her class and shall be aware of their whereabouts during that class.

The principal agrees to support the teacher fully on matters of student discipline with the right to investigate and advise teacher or student.

Curriculum

The teacher agrees to serve on her respective curriculum committee for purpose of Investigation, Selection, Implementation and Development of new curricula. The teacher agrees to submit recommendations for 1) emphasizing career opportunities in Art, and 2) a 45-15 year around school Art curriculum.

School Related Activities

The teacher agrees to sponsor-direct "The Primitive", a club which meets every other week during a "rotating" club period.

The teacher agrees to actively recruit students into "The Primitive".

The teacher agrees to sponsor students to the State Art Fair.

The principal agrees to furnish all supplies the teacher requests on her approved budget requisition sheet. Transportation for one overnight trip and three after school trips per year will be provided for by the principal with ten (10) days notice. Total budget for above not to exceed $400.00. The principal further agrees to

furnish travel, board and room to the State Art Fair. Total budget for the Art Fair not to exceed $350.00.

Student Interaction

The teacher agrees to counsel students as the need becomes apparent and make referrals when appropriate.

Administration

The teacher agrees to take attendance in each class assigned and submit absences on school supplied forms. The teacher agrees every nine weeks to submit formal S-U grades on proper forms. The teacher agrees to handle all student funds through the Activity Account of the school and submit an accounting of all funds handled.

Service

The teacher agrees to offer Adult Education Classes to the public on a fee basis. The fees shall not exceed actual cost of materials and share of teacher's salary in accordance with district policy.

Professional Growth

1. Courses Taken

   The teacher agrees to meet Wyoming State Certification requirements in her field.

   The principal agrees that the district will pay tuition and books for summer courses in Art or Education.

2. Workshops

   The teacher agrees to attend any pertinent workshops available in the area.

   The principal agrees to allow up to five (5) days released time (substitute furnished) and funds for tuition and travel up to $100.00 per year.

3. Art Media

   The teacher will enter work(s) of her own in at least one art show per year.

4. Professional Organizations

   The teacher will be an active member of at least one professional organization in her area.